



Jonesville Middle

131 North Main Street
Jonesville, South Carolina

Grades	7-8 Middle School	
Enrollment	128 Students	
Principal	Michelle James	864-674-5272
Superintendent	Dr. David L. Eubanks	864-429-1740
Board Chair	Mrs. Betty J. McMorris	864-427-4149

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	Good
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

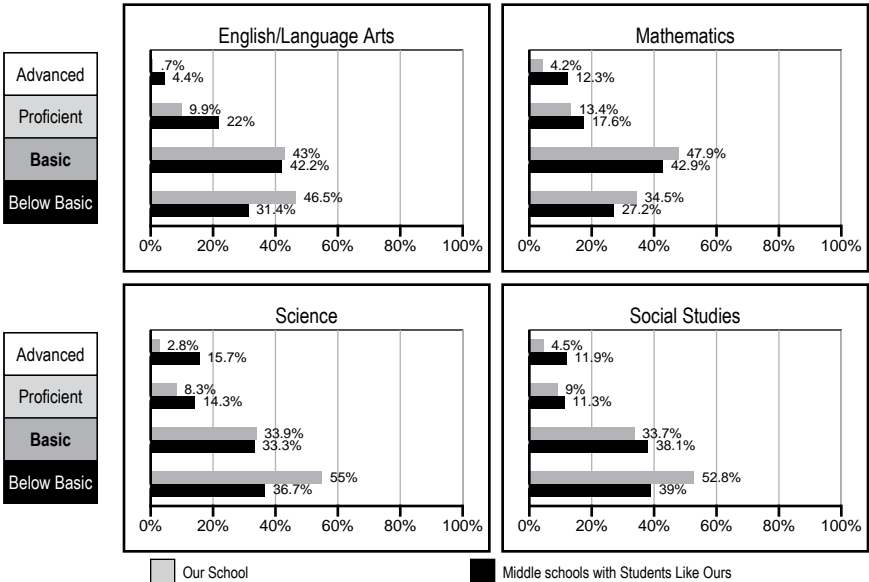
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 95.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	31	4

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	96.7
English 1	94.7	94.7
Physical Science	52.6	76.9
All Subjects	82.5	95.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=128)				
Students enrolled in high school credit courses (grades 7 & 8)	14.8%	Up from 0.0%	17.6%	19.4%
Retention rate	5.5%	Down from 6.6%	1.5%	1.8%
Attendance rate	96.0%	Down from 96.2%	95.7%	95.8%
Eligible for gifted and talented	14.2%	Up from 11.8%	13.3%	15.3%
With disabilities other than speech	14.2%	Down from 16.7%	14.5%	12.9%
Older than usual for grade	4.7%	Up from 3.0%	3.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.6%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=11)				
Teachers with advanced degrees	27.3%	Down from 35.7%	52.6%	55.0%
Continuing contract teachers	63.6%	Up from 60.7%	73.6%	70.6%
Teachers with emergency or provisional certificates	20.0%	Up from 8.7%	5.1%	5.4%
Teachers returning from previous year	61.7%	Down from 79.9%	83.4%	83.4%
Teacher attendance rate	92.8%	Up from 91.0%	94.8%	94.9%
Average teacher salary	\$42,540	Up 0.4%	\$44,327	\$44,706
Professional development days/teacher	9.2 days	Down from 19.3 days	11.5 days	11.8 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	3.0
Student-teacher ratio in core subjects	16.9 to 1	Down from 21.4 to 1	19.3 to 1	20.1 to 1
Prime instructional time	87.4%	Up from 81.8%	88.9%	89.3%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	83.3%	Up from 82.6%	97.8%	98.0%
Character development program	Good	Down from Excellent	Good	Good
Dollars spent per pupil*	\$7,113	Up 6.9%	\$6,949	\$7,097
Percent of expenditures for instruction*	60.2%	Up from 55.7%	65.5%	64.4%
Percent of expenditures for teacher salaries*	56.1%	Up from 53.0%	61.6%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

During the 2007-2008 school year, Jonesville Middle School experienced their first year as a seventh and eighth grade school due to consolidation of the county's high schools. As a new middle school, we worked diligently to achieve academic excellence.

This year was a productive year in which administrators and teachers always sought new instructional strategies to allow them to help all students achieve their greatest academic potential. These strategies included the use of both MAP (Measures of Academic Progress) and benchmark testing. Our faculty analyzed the data obtained from these tests, which were administered to students in the fall and spring, to improve teaching practices. Students showed tremendous growth in each area of testing from fall to spring.

This year marked the first year that Jonesville Middle School students could earn at least one high school credit toward a diploma in the areas of Physical Science, English, and Algebra I. The courses were successful, and 100% of our students passed the End of Course Algebra I exam.

Students had the opportunity to choose electives they were most interested in such as Art, Music, PE, Band, Introduction to Computers, Keyboarding, Tuned into Reading and Business and Career.

Academy Time was implemented this year to focus on ELA and math. Academic Pep Rallies were held to recognize honor roll students, great behavior in the classroom, and Character Education students of the month. Honor students were given novels to read over the summer. To enhance learning, students had the opportunity to work on Odyssey or attend an after-school tutorial program, which addressed the needs of students in grades 7-8. To promote career awareness, students participated in a "Career Fair" in partnership with Jonesville Elementary School.

Among the other accomplishments this year, students in the physical science class won first place in the Carowinds Costarmania Contest and were the overall winners for the middle school division.

In conclusion, we want each and every student to reach his/her personal best, thus ensuring academic and personal success. With a cooperative effort from staff members, students, and parents, we will accomplish our goal.

Michelle James- Principal

Tammy Vaughan-SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	63	37
Percent satisfied with learning environment	83.3%	77.8%	69.4%
Percent satisfied with social and physical environment	88.9%	81.7%	67.6%
Percent satisfied with school-home relations	38.9%	83.9%	62.2%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	127	100	49.6	43.9	6.5	0	15.4	38	48.2	No	Yes
Gender											
Male	62	100	50.8	45.9	3.3	0	6.6	31.7	41.7	N/A	N/A
Female	65	100	48.4	41.9	9.7	0	24.2	44.4	55	N/A	N/A
Racial/Ethnic Group											
White	81	100	43.6	50	6.4	0	16.7	46.9	60	No	Yes
African American	44	100	60.5	32.6	7	0	14	22.8	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	70.4	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	25	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	18	100	61.1	38.9	0	0	0	14.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	78	100	53.9	42.1	3.9	0	13.2	30.3	34	No	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	127	100	38.2	51.2	8.1	2.4	18.7	39.7	45.8	No	Yes
Gender											
Male	62	100	39.3	49.2	8.2	3.3	19.7	40.6	45.6	N/A	N/A
Female	65	100	37.1	53.2	8.1	1.6	17.7	38.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	81	100	35.9	52.6	10.3	1.3	17.9	48.2	59	No	Yes
African American	44	100	41.9	48.8	4.7	4.7	20.9	25.4	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	90.9	71.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	18	100	61.1	38.9	0	0	0	13.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	41.7	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	78	100	42.1	46.1	9.2	2.6	19.7	31.5	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	92	98.9	49.4	37.1	10.1	3.4	13.5	24.4	35.7	96	95.4
Gender											
Male	44	100	54.5	34.1	6.8	4.5	11.4	26.9	37.4	95.6	95.2
Female	48	97.9	44.4	40	13.3	2.2	15.6	21.9	33.8	96.4	95.6
Racial/Ethnic Group											
White	56	100	37	44.4	14.8	3.7	18.5	32.2	49.2	95.1	95
African American	34	100	67.6	26.5	2.9	2.9	5.9	12.5	17	97.9	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	91.9	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	90.5
Disability Status											
Disabled	14	100	71.4	28.6	0	0	0	7.7	14	94.8	94
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	96.3
Socio-Economic Status											
Subsided meals	62	98.4	53.3	38.3	6.7	1.7	8.3	16.8	21.1	95.7	95

Social Studies

All Students	93	98.9	52.3	34.1	9.1	4.5	13.6	28.2	34	96	95.4
Gender											
Male	46	100	57.8	26.7	8.9	6.7	15.6	31.2	36.6	95.6	95.2
Female	47	97.9	46.5	41.9	9.3	2.3	11.6	25.1	31.3	96.4	95.6
Racial/Ethnic Group											
White	62	100	50.8	32.2	10.2	6.8	16.9	34.1	44.5	95.1	95
African American	29	100	53.6	39.3	7.1	0	7.1	18.2	19.1	97.9	96.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	97.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	91.9	95.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	90.5
Disability Status											
Disabled	11	100	100	0	0	0	0	12.8	14.4	94.8	94
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	96.3
Socio-Economic Status											
Subsided meals	57	98.3	57.4	25.9	11.1	5.6	16.7	21.4	21	95.7	95

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	81	98.8	58.4	26	15.6	0	15.6
	8	53	100	32.7	51	12.2	4.1	16.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	58	100	51.8	41.1	7.1	0	7.1
	8	69	100	47.8	46.3	6	0	6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	81	98.8	32.5	50.6	15.6	1.3	16.9
	8	53	100	40.8	46.9	6.1	6.1	12.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	58	100	32.1	50	12.5	5.4	17.9
	8	69	100	43.3	52.2	4.5	0	4.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	81	98.8	51.9	37.7	7.8	2.6	10.4
	8	24	100	39.1	47.8	8.7	4.3	13
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	58	98.3	50.9	29.1	14.5	5.5	20
	8	34	100	47.1	50	2.9	0	2.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	81	98.8	63.6	31.2	3.9	1.3	5.2
	8	29	100	30.8	50	11.5	7.7	19.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	58	98.3	45.5	34.5	12.7	7.3	20
	8	35	100	63.6	33.3	3	0	3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample